

Schoolwide Programs (SWP)



Basic Facts



- A school is eligible if at least 40% of the students are from low-income families for the initial year of the SWP
- SWP programs can combine Title I with other federal, state, and local funds to serve all students in the school
- These funds are then used for schoolwide reform strategies that increase the amount and quality of learning time and provide an enriched and accelerated curriculum



Session 1: Purpose

- **Overview of schoolwide program**
- **Elements of schoolwide plan**
- **Application process**
- **Review expectations for**
 - **Section 1-Planning team and meetings**
 - **Section 2- Comprehensive Needs Assessment**

TAS or SWP



TAS

- Employs Title IA staff to work only with students identified on multiple measures

SWP

- No distinctions are made between staff paid with Title IA and those who are not. All staff direct their efforts toward upgrading the entire educational program, particularly those who are most at risk



TAS or SWP



TAS

- Funds are used for supplemental instructional services
- The focus is on targeted students

SWP

- Funds are used to supplement the instructional program
- The focus is on school reform



SWP Rationale



Evidence documents high achievement in schools with the following components:

- A clear focus
- High expectations for students/staff
- Environment focused on learning
- Strong leadership
- Curriculum, instruction, assessment aligned with standards
- High-quality professional development
- A collaborative spirit and collaborative structures
- Meaningful parental involvement
- A commitment to continuous review and improvement

Schoolwide Programs



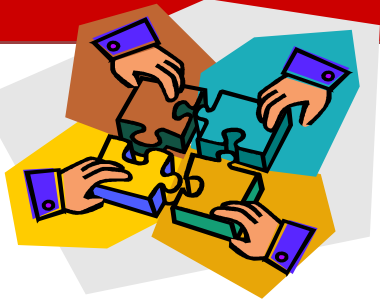
- Allow the consolidation/blending of funds
- Becomes the catalyst and/or supports comprehensive reform of the entire instructional program
- Eases regulations as long as the intent and purposes of the programs are met and that the beneficiaries' needs have been met

SWP Plan and Submission



- Requires a year of planning
- Plan must be approved by the SAU and submitted to the NCLB Clearinghouse
 - Prior review from NCLB staff is recommended
- Plans must be evaluated yearly and adjusted accordingly
- Plans end whenever ESEA is reauthorized

Your Decision is to go Schoolwide



Title I schools must develop a comprehensive plan that describes how the school will be improved academically so that all students attain proficiency, especially those students farthest away from this measure. It can be linked to other planning but must include all components required for schoolwide programs.

Elements of the Plan



- **Planning Team**
- **Comprehensive Needs Assessment**
- Instructional Program—Goals with specific instructional/organizational changes
- Professional Development
- Parental Involvement
- Accountability
- On-Going Program Development
- Fiscal Requirements
- Coordination
- Technical Assistance
- Evaluation and Re-Evaluation



Title IA Schoolwide Planning

Section 1: Planning Team

Planning Team



- Leads the process of developing the plan for reform
- Organizes and oversees the needs assessment process
- Represents wide representation
- Communicates with the groups they represent
- Conducts/oversees the program's evaluation
- Has the authority to implement decisions
- Documents the process

Planning Team



Application Asks:

1A. The names of people and programs represented in the development of this plan have been provided. (Each group should have at least one participant.)

Required:

Parents Teachers Other school staff School administrator
Title I staff District staff

Additional recommended members:

Pupil Services Staff Students Community members

Planning Team



Application Asks:

1B Meetings held to develop this plan as well as proposed future meeting dates are well documented.

Required: Meeting dates, participation lists, agendas

Additional: communication plan for school and community

1C A description of communication with the school and community is included.

Required: Description of how communication will be distributed, who will receive messages, and the format of the communication was described to document that sufficient communication has occurred.

Additional: Documentation was included to clearly demonstrate that sufficient communication had occurred.



Title IA Schoolwide Planning

Section 2: Needs Assessment Planning Process



Conducting a Comprehensive Needs Assessment

PURPOSE: To identify the school's strengths and weaknesses and to specify priorities for improving student achievement and meeting challenging academic standards.

Assessing needs comprehensively means getting the full "*breadth* of information for *depth* of understanding" (WestEd, 1996, p. III-14).



Clarifying the Vision

Purpose: Clarifying the direction the new schoolwide program will take

- ***What are our central program goals?***
- ***After implementing our schoolwide program, how will the school be different and improved for students?***

Needs Assessment Planning



Creating a School Profile

Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment

Data-based snapshot that describes:

- ***Students***
- ***Faculty***
- ***Community***
- ***Programs***
- ***Mission and planning processes***
- ***Achievements and challenges.***

Answers fundamental questions that guide planning:

- ***How well are our students doing?***
- ***What are our curriculum strengths?***
- ***Is there a coherent vision with clear goals for achieving the vision?***

Needs Assessment Planning



Creating a School Profile

Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment

Student Achievement: :

- How well are our students attaining the challenging academic standards set by the state and school district?
- What are school completion or mobility rates?
- How many students are making smooth transitions from one school to the next?

Curriculum and Instruction:

- What are teachers and administrators doing to ensure that teaching methods are up-to-date?
- Does the curriculum reflects state, local, and national content standards?
What is the enacted curriculum?
- What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?

Needs Assessment Planning



Creating a School Profile

Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment

Professional Development:

- Are there on-the-job opportunities for teachers to participate in meaningful professional development?
- Do teachers select the professional development opportunities available to them?
- What topics attract the largest groups of participants? Who participates? What follow-up takes place?
- Are teachers working as collaborating team members and mentors?
- What instrument can reliably assess the extent to which teachers are collaborating?
- What can be done to further promote and enhance collaboration among teachers?

Needs Assessment Planning



Creating a School Profile

Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment

Family and Community Involvement:

- In what ways are parents and the community involved in meaningful activities that support students' learning?
- How are parents and the community involved in school decisions? Are health and human services available to support students and encourage healthy family relationships? If families speak languages other than English, are school messages communicated in those languages?
- Do services for families include students with disabilities, both physical and educational? Can parents develop their own parenting skills or gain access to other educational opportunities through the school?

Needs Assessment Planning



Creating a School Profile

Purpose: Provides a starting point for discussion and is useful for organizing the remainder of the needs assessment

School Context and Organization:

- How large are classes? Is adequate time devoted to subjects in which students perform poorly?
- Do teachers have a voice in decision making and school policies?
- What role do teachers have in deciding what assessments we will use to evaluate individual students or the program as a whole?
- Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Needs Assessment Planning



Creating a School Profile

The profile gathers baseline information in one place so the planning team can identify "focus areas" and indicators of the school's status with respect to each one. Some focus areas to consider include:

- ***Standards-Based Curriculum***
- ***Standards-Based Instruction***
- ***Standards-Based Assessment***
- ***Data Based Accountability and Evaluation***
- ***Structural Reform Strategies***
- ***Leadership and Governance***
- ***Professional Development***
- ***Culture and Climate***
- ***External Support and Resource***
- ***Parental and Community Involvement***
- ***Extending Learning Activities***

Determining Data Collection Methods and Plans

Data sources include:

- ***school and district records and reports***
 - ***curriculum-aligned and enacted***
 - ***attendance data (student and teacher)***
 - ***discipline data***
 - ***intervention and and supports***
- ***statistics from community-based organizations***
- ***face-to-face or telephone interviews***
- ***surveys***
- ***focus groups***
- ***classroom and schoolwide observations***
- ***examples of students' work; and evaluation results***
 - ***assessment data (state and local)***

Needs Assessment Planning



Collecting Data and Summarizing Evidence

Before distributing any information or drawing conclusions from the data, it should be reviewed closely.

Can the summaries be read easily and understood by varied audiences?

Do the results reveal clearly explained program strengths and needs so that new goals can be set?

At this stage, planning team members should try to identify any possible sources of confusion and recast the way the information is presented to encourage an objective and accurate analysis.

Needs Assessment Planning



Analyzing Program Needs and Setting Goals

Data analysis should seek to answer the following types of questions (WestEd, 1996, p. III-22):

- What are the strengths and needs of the current educational program in our school?*
- Does the evidence support our assertions about strengths and needs?*
- What more do we need to know? If more information is needed, how will we follow up?*
- What priorities does the information suggest?*
- What did we learn about how needs vary for different groups in our school—for example, among girls and boys, various ethnic groups, students with limited English proficiency or with disabilities, migrant students, or new immigrants?*
- From our review of the data, can we state student needs in ways that specify goals, benchmarks for progress, and outcome expectations in measurable terms?*

Needs Assessment Planning



Application Asks:

2A. A comprehensive needs assessment, including data sources, is provided. The needs of all the students (including regular education, special education, gifted and talented, migrant, bilingual, Title I), with particular focus on the needs of academically disadvantaged children, have been included.

Required: Response includes sufficient data sources to document the needs of all children. The needs of Title IA, Title IC, Special Education, ESL, and economically disadvantaged children were a focus.

Achievement data: _____Reading _____Writing _____Math _____Subgroups
_____AYP reports _____Curriculum and instruction
_____Professional development _____Family and Community Involvement
_____School context and organization

Additional: A comprehensive description of data, with sources, is provided. Summaries detail how sources were used. Achievement data was compared to the school's AYP report along with a description of how the data aligned or did not align to this report.

Needs Assessment Planning



Application Asks:

2B. A description of the school attendance area and factors pertinent to your schoolwide planning is provided.

Required: Description includes ____Attendance ____Student mobility ____Dropouts

Additional: Data supporting importance of factors is included.

2C. A summary of the findings of the strengths and weaknesses of the current program as revealed through data analysis is provided.

Required: A summary of the finding of the strengths and weaknesses of the current program and some references to data.

Additional: Strengths and weaknesses of the current program were strongly supported with data.

2D—Evidence was provided to document that research-based solutions were thoroughly researched.

Required: Documentation that solutions were researched-based.

Additional: Researched-based solutions were thoroughly researched. A list of best practices reviewed was listed along with information on these programs. A list of programs visited, survey instruments, and other documents were included.

Elements of the Plan



- **Planning Team**
- **Comprehensive Needs Assessment**
- Instructional Program—Goals with specific instructional/organizational changes
- Professional Development
- Parental Involvement
- Accountability
- On-Going Program Development
- Fiscal Requirements
- Coordination
- Technical Assistance
- Evaluation and Re-Evaluation

Next steps



- Preparing your Comprehensive needs assessment
- Guiding questions
- Preparing application Section 2

Needs Assessment Planning



Resources:

Maine Department of Education Schoolwide Page

<http://www.maine.gov/education/nclb/schoolwide/home.htm>

Sample Comprehensive Needs Assessment in PDF

http://www.maine.gov/education/nclb/schoolwide/sample_comp_assessment.pdf

Section III: Planning Schoolwide Program Change

Step 2: Conducting a Comprehensive Needs Assessment

http://www.ed.gov/pubs/Idea_Planning/Step_2.html

Contact Info:

Rachelle Tome

ESEA Federal Programs Director

Rachelle.tome@maine.gov

207-624-6708